

Teacher Module Z: Pre-K

TM_Z1. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following social-emotional competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
a. Students build on each other's ideas to extend group discussions.	1	2	3	4	5
b. Students initiate play (parallel play, cooperative play, sociodramatic play, etc.) and interact positively with other children.	1	2	3	4	5
c. Students communicate their interests and ideas with each other during play.	1	2	3	4	5
d. Students ask each other questions that expand their understanding of concepts.	1	2	3	4	5
e. Students rely on each other to solve problems rather than turn to a teacher.	1	2	3	4	5

TM_Z2. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following academic competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
a. Writing a string of letters that make a word.	1	2	3	4	5
b. Exploring and identifying similarities between books on the same topic.	1	2	3	4	5
c. Recalling important facts to retell a familiar story in sequence.	1	2	3	4	5
d. Verbally counting forward in sequence from 1-30.	1	2	3	4	5
e. Activities that require identification, understanding the relative placement, or explorations of the dimensions of shapes and objects.	1	2	3	4	5

f. Participating in dramatic play activities (teacher guided) to represent fantasy and real life experiences.	1	2	3	4	5
---	---	---	---	---	---

TM_Z3. Please indicate the percentage of time during a typical week that students in your classroom engage with activities that develop the following cognitive competencies (Percentages do not need to add up to 100. Please consider each survey question and item separately).

	5% or Less	6% - 10%	11% - 20%	21% - 50%	More than 50%
a. Making predictions about what will happen during an upcoming exploration or experiment.	1	2	3	4	5
b. Exploring how objects work (e.g., a mechanical toy, the light switch).	1	2	3	4	5
c. Making explicit observations about objects and events around them (e.g., how things move, things that connect to other experiences in their lives, patterns, etc.).	1	2	3	4	5
d. Generate solutions for potential problems that might arise.	1	2	3	4	5
e. Comparing different objects to identify their similarities and differences.	1	2	3	4	5
f. Explaining how or why something happens, with examples of their thinking.	1	2	3	4	5
g. Drawing on prior knowledge to figure out a similar situation.	1	2	3	4	5

TM_Z4. Please indicate the extent to which you agree or disagree with the following statements regarding your classroom.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Time spent in my classroom is appropriately balanced between activities that develop socio-emotional, academic, and cognitive competencies.	1	2	3	4
b. I have an appropriate level of autonomy for organizing how time is spent in my classroom.	1	2	3	4

TM_Z5. (If 4a=1 or 2) Please identify any barriers or obstacles to achieving a more appropriate balance in your classroom (Open).

TM_Z6. Please indicate the extent to which you engage in each of the following.

	Not at all	A Little	Somewhat	To a Great Extent
a. I try to understand parents' concerns about their student's experiences	1	2	3	4
b. I collaborate with parents to set goals for their student's learning and development.	1	2	3	4
c. I solicit parents' observations of their student at home to supplement your understanding of their student's development	1	2	3	4

Training & Professional Learning

TM_Z7. Please indicate the extent to which you feel you need more professional learning, training, mentorship, or other support in each area for which you have received some support. If you have not received any support in a given area, please select Not Applicable (N/A).

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
a. Tennessee Early Learning Developmental Standards (TNELDS) Early Literacy	1	2	3	4	5	6
b. Tennessee Early Learning Developmental Standards (TNELDS) Math	1	2	3	4	5	6
c. Early Childhood Environment Rating Scale (ECERS-R)	1	2	3	4	5	6
d. Early Language & Literacy Classroom Observation (ELLCO)	1	2	3	4	5	6
e. Teacher Evaluation Models (Tennessee Educator Acceleration Model (TEAM), Teacher Effectiveness Measure 3.0 (TEM), Teacher Effectiveness Measure 4.0 (TEM)	1	2	3	4	5	6

f. Teaching Pyramid/ Center for Social Emotional Foundations of Early Learning (CSEFEL)	1	2	3	4	5	6
---	---	---	---	---	---	---

TM_Z8. Please indicate the extent to which you feel you need more professional learning, training, mentorship, or other support in each area for which you have received some support. If you have not received any support in a given area, please select Not Applicable (N/A).

	Not At All	A Little	Somewhat	Mostly	Completely	N/A
a. Early childhood literacy	1	2	3	4	5	6
b. Instructional strategies and practices (e.g., questioning, wait-time, differentiation)	1	2	3	4	5	6
c. Literacy instruction (e.g., phonemic awareness, fluency, emergent reading and early literacy skills)	1	2	3	4	5	6
d. Math instruction in Pre-K (early numeracy, how to embed math during the preschool day, etc.)	1	2	3	4	5	6
e. Language development (how children acquire language, oral language development, early writing, speaking skills, etc.)	1	2	3	4	5	6
f. Preparing students for kindergarten	1	2	3	4	5	6
g. Creating positive classroom environments (e.g., establishing respectful culture and managing student behavior)	1	2	3	4	5	6
h. Meeting the needs of all learners (e.g., English learners and students with disabilities)	1	2	3	4	5	6
i. Addressing students' non-academic needs (e.g., socio-emotional development and/or student behavior)	1	2	3	4	5	6
j. Aligning standards, curriculum, and student learning outcomes	1	2	3	4	5	6
k. Teacher evaluation	1	2	3	4	5	6
l. Using technology in the classroom	1	2	3	4	5	6

Curriculum

TM_Z9. Please indicate the extent to which you agree or disagree with the following statements regarding curriculum.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The primary comprehensive curricula I use is adequate for ensuring my students are kindergarten ready.	1	2	3	4
b. I have received adequate training to effectively deliver the curricula I currently use in my classroom.	1	2	3	4

In the first column, please indicate which comprehensive curricula (um) you currently use in your classroom. In the second column, please indicate which curricula (um) for which you have received training. Please check all boxes that apply.

SPECIAL NOTE: EACH ROW CONTAINS TWO UNIQUE QUESTIONS, WITH EACH SUB-QUESTION REPRESENTED BY TWO VARIABLES, TM_Z#a and TM_Z#b. A SELECTION IS REPRESENTED BY A 1.

	Curricula I Use In My Classroom	Curricula for which I Received Training
Abrams Learning Trends Let's Begin with the Letter People (2009 copyright)	TM_Z10a	TM_Z10b
Core Knowledge Foundation Core Knowledge Preschool	TM_Z11a	TM_Z11b
Creative Center for Childhood Research and Training, Inc. Beyond Centers and Circle Time Curriculum	TM_Z12a	TM_Z12b
Frog Street Press Frog Street Pre-K	TM_Z13a	TM_Z13b
Harcourt Reading, Math, Science and Health	TM_Z14a	TM_Z14b
Houghton Mifflin Pre-K	TM_Z15a	TM_Z15b
High Reach -Curriculum for Pre-K	TM_Z16a	TM_Z16b
High Reach -Passports	TM_Z17a	TM_Z17b
High/Scope Educational Research Foundation High/Scope Preschool	TM_Z18a	TM_Z18b
Houghton-Mifflin Harcourt Splash	TM_Z19a	TM_Z19b
McMillan McGraw Hill- Little Treasures	TM_Z20a	TM_Z20b
Kaplan Early Learning Learn Every Day™: The Preschool Curriculum (2012)	TM_Z21a	TM_Z21b
Pearson Early Learning Opening the World of Learning (OWL)	TM_Z22a	TM_Z22b
Robert-Leslie Publishing InvestiGator Club	TM_Z23a	TM_Z23b

Scholastic Big Day in Pre-K	TM_Z24a	TM_Z24b
Scholastic Early Childhood Program	TM_Z25a	TM_Z25b
Teaching Strategies Creative Curriculum	TM_Z26a	TM_Z26b
Tools of the Mind	TM_Z27a	TM_Z27b
VORT Corporation Hawaii Early Learning Profile (HELP)	TM_Z28a	TM_Z28b
Voyager Sopris Learning We Can Early Learning Curriculum, Second Edition (2014)	TM_Z29a	TM_Z29b
Wright Group DLM Express	TM_Z30a	TM_Z30b
Zaner Bloser Voices Pre-K	TM_Z31a	TM_Z31b
None of the above	TM_Z32a	TM_Z32b